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ABSTRACT

John Wood Community College, in Quincy, Illinois, provides a comprehensive array of services to special population students through its Support Services Center (SSC). The Center was established to eliminate duplication of efforts in the administration of several federal grant programs at the college. Grants administered under the SSC include the following: (1) Educational Equity (funded by the Carl Perkins Act), empowering women by increasing their knowledge of rights, resources, and strategies for achieving economic equity; (2) Educational Talent Search (funded by the Department of Education, assisting students in completing their high school education and pursuing further education or training; (3) Perkins Special Populations (funded by the Carl Perkins Act), providing economic, academic, and/or disability assistance to vocational students in nursing, office careers, business, and accounting; (4) Single Parent/Displaced Homemaker (funded by Carl Perkins Act), enabling single parents, displaced homemakers, and single women to become self-sufficient through needs assessment and career exploration activities and referrals to community resources; (5) Student Support Services (funded by the Department of Education), providing student success activities to improve retention and graduation rates; and (6) Supportive Learning Services and Training for Jobs (both funded by the Job Training Partnership Act), assisting special needs individuals in the development of skills necessary for employment and economic self-sufficiency. (Data on award amounts and students served under each grant for 1992-93 are included.) (MAB)

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JOHN WOOD COMMUNITY COLLEGE

SUPPORT SERVICES CENTER

Sandra Hutton Thomas, Director

"IMPROVING DISABILITY SUPPORT SERVICES IN COMMUNITY COLLEGES"

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PRESENTED BY:

Robert C. Keys, President

John Wood Community College

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Overview

John Wood Community College is able to provide a comprehensive array of services to special population students by presenting a unified Support Services Center concept to the public. The intent is to collaborate and coordinate without duplication of services.

The Support Services Center is composed of the state and federal grant programs for special populations in the Student Services Division. It is designed to provide academic and personal assistance to the following high-risk groups: students who are single parents, disabled, low income, first generation in college, involved in a non-traditional career, or those students who have an economic or academic need.

The Center's mission complements the stated philosophy of the College, providing equal opportunity for success at JWCC for all students, regardless of diversity. The support services are designed to afford each individual participant with an integrated service package with primary emphasis on personal, vocational, academic, and career development. While many of these services are available to the general JWCC population, these at-risk students receive intensive support, taking into consideration the various personal obstacles which might prevent their success in college.

Services are provided in the following areas:

- Transition to college and to employment
- Vocational assessment and counseling
- Academic assessment and counseling
- Financial assistance
- Academic assistance
- Personal/wellness assistance
- Career development/Placement assistance

Background

The delivery of "seamless support" to at-risk students through the Student Services Division began long before the now-popular state movement for collaboration. JWCC had been very successful in obtaining several federal grant programs to serve particular populations. As they were implemented it was discovered that many participants shared common characteristics:

They had several needs that had to be addressed simultaneously to ensure success in college.
They were unaware of existing supports at the college and in the community.
They had had many setbacks in their lives and lacked confidence and self-esteem.
They had inadequate preparation in basic skills, and study skills.
They had little awareness of college transfer options or career/job opportunities.
They lacked adequate financial aid, usually being ineligible for many types of grants.
They faced the special problems of under-represented groups, ie. those of non-traditional age, those with disabilities, or minorities.

As services were provided to these individuals from several grant programs, many activities were duplicated. Students were forced to go from grant to grant, filling out application after application, to obtain what they needed. The decision was made to concentrate on <u>services</u> which were needed by the students. Based on this resolution, the coordination of all grant programs, as well as Student Services Division support funds (tutoring, interpreting, etc.) was put into place.

Administrative Structure

Today, the uniqueness of JWCC's Support Services Center is due to the degree to which various services to students have been coordinated among the funding sources. Because the individuals who participate in these grant programs have similar needs (learning accommodations, career exploration, etc.), but belong to different population groups (i.e. single parent, disabled, etc.), the services can be centralized, but must be funded by different sources. However, the student him/herself need relate only to one particular area and has to contact only one specific staff person for further assistance or referral.

Another outstanding feature of the Support Center is the comprehensive case coordination which is provided to each participant. The needs of these at-risk students go far beyond the resources of the grant programs or JWCC in general. Therefore, an extensive referral network, including community agencies throughout the college district, has been cultivated. By this means, students receive assistance in such areas as substance abuse counseling, psychological assessment, and personal counseling which is not available on campus.

Awards/Recognitions

Recognition of the college's Educational Equity Program as a Model Program for 1994 by the National Alliance for Partnerships in Equity.

1994 National Council on Student Development's Region V Examplary Program Award for the development of the new Workforce Preparation course (through the Perkins Special Populations grant).

National Organization on Disability Award for Program Excellence to JWCC's Special Needs Transition Initiative Program (now Supportive Learning Services).

Listed in 1993 American Association of Community Colleges' (AACC) Disability Support Practices in Community Colleges: Selected Examples for model administrative structure.

Listed in 1992 Peterson's Colleges with Programs for Students with Learning Disabilities

THE GRANTS OF THE SUPPORT SERVICES CENTER:

Educational Equity
funded by the Carl Perkins Act
through Illinois State Board of Education

Staff: Carolyn Peters, Jean Rees, Coordinators; Maria Doellman, Secretary

The Educational Equity program attempts to empower women by increasing their knowledge of rights, resources, and strategies for achieving economic equity. It also serves to increase awareness of gender bias and sex-role stereotyping in the JWCC district community.

Fifty-four (54) students were enrolled in the program during 1992-93 and, of those, twelve (12) received degrees and/or certificates at graduation.

Educational Talent Search
funded by the Department of Education

Staff: Dennis VanWey, Director; Gary Allen, LilliAnn Dittmer, Cindy Unmisig, Jay Slater, Counselor/Advisors; Shirley Meyer, Imogene Schoenekase, Secretaries

The Educational Talent Search Program is an academic outreach program designed to help and encourage students to complete their high school education and to pursue further education or training. The program serves six hundred (600) individuals from the ages of 11 thru 27 from all school districts within the John Wood Community College district. Services and activities are provided free to all participants who are accepted into the program under the major criteria of low-income and potential first generation status.

Of the one hundred twenty-five (125) graduating seniors of the 1992-93 year, ninety-five (95) went on to enroll in a post-secondary program or joined the military, resulting in a 98% retention rate. Although the regulations of the program prohibit direct recruitment of students to JWCC, thirty-three (33) of these seniors selected John Wood Community College as their post-secondary institution.

Perkins Special Populations
funded by the Carl Perkins Act
through Illinois State Board of Education

Staff: Jim Burns, Coordinator; Greg Lee, Placement Specialist; Bonnie Henke, Assessment Specialist; Jackie Dickson, Secretary

The Perkins program provides economic, academic, and/or disability assistance to vocational students. Specific vocational programs identified for this grant are: nursing, office careers, business, and accounting. These students receive an assessment of their academic and vocational interests and abilities. They can receive services such as tutoring, interpreting, books and fees, childcare or special accommodations for disabilities.

One hundred fifty-nine (159) academically and/or economically disadvantaged or disabled students were served by this program during the 1992-93 program year.

Single Parent/Displaced Homemaker
funded by the Carl Perkins Act
through the Illinois State Board of Education

Staff: Kathy Pendleton, Coordinator; Sharon Bringer, Program Assistant

The primary goal of SP/DH is to enable single parents, displaced homemakers, and single pregnant women to become economically self-sufficient. Services of the program include needs assessment, career exploration, and referrals to community resources.

During the 1992-1993 program year, this program served one hundred thirty-two (132) participants. Eighty (80) of these program participants officially enrolled in classes at JWCC, SP/DH funds were used to assist forty-six (46) students with tuition and fees, twenty-eight (28) with books or supplies, thirty-six (36) with transportation costs, and fifteen (15) with childcare funds. Without this assistance these students would not have attended JWCC.

Student Support Services
funded by the Department of Education

Staff: Sandy Thomas, Director; Mike Smith, Counselor/Advisor; Rose-Marie Akers, Terry Bordewick, Learning Specialists; Shelly Barr, Jackie Dickson, Kathy Neisen, Secretaries

The SSS program provides student success activities in order to improve the retention and graduation rate of individuals who are classified as low-income, first generation, disadvantaged, or disabled. Assistance is offered in transition to college, academic and personal counseling, wellness, and transfer to four-year colleges. Reading, English, math, and science, and disability support is available from specialists.

One hundred fifty (150) students were enrolled in this student success program during 1992-93 and, of those, 97% were retained for the second semester, thirty three (33) earned Dean's List status, thirteen (13) graduated from JWCC, and four (4) transferred to other post-secondary institutions.

Supportive Learning Services
funded by Job Training Partnership Act (JTPA) 8%
through Illinois Community College Board

Staff: Teresa Gottman, Coordinator; Bonnie Henke, Assessment Specialist, Greg Lee, Placement Specialist; Shelly Barr, Kathy Neisen, Secretaries

The purpose of the SLS program is to support and encourage special needs individuals in the development/enhancement of necessary skills in order to be employable and economically self-sufficient. Academic, vocational, personal and financial guidance is given directly through grant funds or referral to other JWCC or community sources. SLS funds assist with tuition, fees, books, childcare, transportation, tutoring, notetaking, and interpreting. Career exploration, guidance, and job placement are also available to all participants.

During the 1992-93 program year, SLS served thirty-eight (38) individuals. Of those having completed the program: six (6) entered unsubsidized employment, one (1) entered subsidized employment, three (3) entered another JTPA funded program, eight (8) failed to complete due to physical and/or personal problems, and two (2) continue as students.

NEW 1993-94 PROGRAM:

Training For Jobs
funded by Job Training Partnerships Act 8%
through Illinois Community College Board

Staff: Teresa Gottman, Coordinator; Bonnie Henke, Assessment Specialist; Greg Lee, Placement Specialist; Shelly Barr, Kathy Neisen, Secretaries

The TFJ program, a new grant program for the 1993-94 year, functions congruently with the Supportive Learning Services program. It is one of only three sites in the state holding both grants and is the only one being administered by one coordinator.

The purpose of the TFJ program is to provide the assistance necessary for participants to become economically self-sufficient. Services similar to those offered by the SLS grant are provided to participants indicating a need.

Currently, thirty-five (35) students are being served. This results in 196.5 credit hours generated or $10,816. At this time, nine (9) participants have completed their programs. Eight (8) completed positively and have secured unsubsidized employment; one (1) transferred to another grant program.

SUPPORT SERVICES CENTER
1992-1993 PROGRAM YEAR
REPORT OF SERVICES

GRANT PROGRAM	FUNDING AMOUNT	NUMBER STUDENTS SERVED	JWCC CREDIT HOURS GENERATED	OUTSIDE INCOME GENERATED
EDUCATIONAL EQUITY	$24,000.00	54	1098.0	$73,662.00
EDUCATIONAL TALENT SEARCH	$170,000.00	600	N/A	N/A
PERKINS SPECIAL POPULATIONS	$140,466.00	159	2194.5	$142,473.51
SINGLE PARENT/DISPLACED HOMEMAKER	$52,000.00	132	1838.5	$128,489.50
STUDENT SUPPORT SERVICES	$178,561.00	150	2239.0	$136,594.03
SUPPORTIVE LEARNING SERVICES	$49,384.00	39	296.5	$12,242.95
TOTALS	$614,411.00	1,134	7666.5	$493,461.99

GRAND TOTAL BROUGHT INTO JWCC **$1,107,872.99**